December 2014

The Jay

A Literary Magazine & Newsletter of Jewell School

Amazing Grace Semerjian Travels Europe

p. 6

From Superintendent Alice Hunsaker

Happy Holidays! This month I'm choosing to reprint the December blog from Rob Saxton, Oregon's Deputy Superintended of Public Instruction. I, too, had the opportunity, along with staff members Lisa Erdt and Jessica Miller to attend the event he discusses below. We are all inspired by the work of that day as well as the increasing focus statewide on Early Learning. I'm proud of the commitment that Jewell School District has already made with our Jewell Pre-School and Daycare and look forward to building upon the foundation can provide for the younger members of our community. Following is from Mr. Saxton:

In November, I had the pleasure of speaking at the Early Years to Early Grades Summit in Portland. This event was incredibly powerful as it pulled together educators and advocates from across our system to engage in a conversation about aligning early learning and K-12 education to best serve students and families.

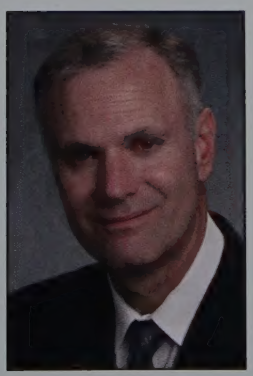
We know little has as much impact on a student's trajectory as those first early years of learning, growth, and discovery. One of the things that has most excited me in recent years is the increased emphasis early learning has received in our state, and the intentional connections we are starting to make between families, early childhood providers, community partners, and K-12 schools.

Instead of thinking of learning starting at kindergarten, or even at pre-school, we are talking about learning from birth (or even prenatal) on. We have always known turning around student outcomes and increasing graduation rates could not be a high school-only discussion. But just as it can't be a conversation just for high schools, it also can't be a conversation just for K-12 schools.

Our kindergarten assessment data – and our experience as educators – tells us that students arrive at school in vastly different places academically and socially. Some students arrive at kindergarten with well-developed early language, literacy, and math skills and with the self-regulation skills they need to follow directions and focus on learning. Many other students do not. The more we can close these learning gaps early and help all students to enter kindergarten with a strong grounding in these foundational skills, the more likely we are to shrink our persistent achievement and opportunity gaps and make real gains toward our state's 40-40-20 goal.

I feel a great deal of hope and optimism around the increased focus and attention early learning has been receiving in recent years. Whether we call it age 3 to grade 3, early learning to early grades, or something else, the focus is right on. With the formation of our early learning hubs, increased grant funding for community groups and partners working to advance these efforts, and greater coordination and alignment between our early learning and K-12 systems, our state is taking important steps forward in supporting our youngest learners on their path to future success.

With the holiday season approaching, I can't think of a better gift we could give our children than a strong start in life. We must continue to be strategic, focused, and coordinated in our efforts as we work to support families and students on this important and exciting journey. If we invest in these early years, we will start to see a significant shift not only in the number of students reading by third grade but in all of the other metrics down the line. I am excited to see this effort continue to unfold in the months and years to come as we further engage families and communities in the critical work of supporting young learners from birth onward so they can arrive at school with the strong foundation for future success.



Wishing you all a wonderful, restful, and joyous winter break and holiday season,

Rob Saxton

From Principal Mike Scott

Dear Jewell Community,

As you may be aware, this spring will be the first year that our students will be taking the SMARTER Balanced Assessment Consortium (SBAC) assessments. The SBAC assessments were developed to align to the Common Core State Standards (CCSS). You might remember that CCSS are the standards that are being implemented to insure that our kids are ready to enter college after graduation. The Smarter Balanced approach includes a number of differences from the state OAKS assessments today.

•These assessments will be administered online and will go beyond multiple choice questions to include performance tasks that allow students to demonstrate research, writing, and analytical skills.

•In addition to a year-end test, teachers will be able to administer interim assessments throughout the school year to monitor student progress and make adjustments to instruction.

•Accommodations for students with disabilities will be built into the system so that the progress of students can be accurately measured.

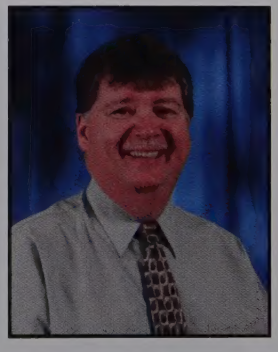
•An on-line reporting system will provide clear, easy-to-understand data on student achievement and growth. These reports will present parents, students, and teachers with information to help students make even greater progress.

If you would like to get on line and take a sample assessment please go to the link below and follow the prompts: https://login4.cloud1.tds.airast.org/student/V42/Pages/LoginShell.aspx?c=SBAC_PT

I also wanted to make it clear that even thought there is time and effort given to these assessments the ultimate goal is to prepare our students for higher education and the world of work. Teachers have, and will continue, to give solid instruction to help our students move from kindergarten through their senior year in preparation for the next step. If you have any questions about the SBAC assessments or any of our programs please contact me at the school.

Thank you,

Mr. Scott



Lumber

By Victor Berg

Lumber. We depend on it, but how often do we really think about it?

Lumber is wood that has been processed and made into planks and beams. Most of the processed wood is used for building purposes, and is categorized as a softwood or hardwood. Lumber is generally processed in a facility made up of several complex machines integrated into a saw mill. Our area has several important sawmills, such as the Hampton Mill in Warrenton.

What are softwood trees? Softwood's are gymnosperms, meaning their seeds fall to the ground with no covering. Softwood's also have a less complex structure than hardwood's, and tend to be less dense, but not always. And lastly, softwood's are characterized as a conifer. An example of a conifer is a pine tree.

On the other hand, hardwoods are angiosperms, meaning they grow covered seeds, such as a fruit. Hardwood's have a very complex structure, containing many vessels inside the tree. Hardwood's fall under the category of deciduous, meaning they shed their leaves annually. However in the tropical climates, hardwoods are found to be mostly evergreen. Oak trees are an example of a hardwood or deciduous tree.

The transformation of logs into lumber through a sawmill all begins in the forest where foresters select trees for harvest and begin the logging process by falling timber, bucking them to length, and limbing the logs. The logs are then hauled off to a mill by a log truck where they will be scaled upon arrival and debarked, the process of removing the bark from a log.

Then the log will be decked. This is when the logs are sorted by species, size, and use. The logs will either be used for lumber, plywood, or wood chips. The logs are now ready to be cut into lumber. A sawyer will use a head saw to cut the logs into "cants" which are logs that are unfinished and will need to be further processed. Depending on the quality and species of log, the cants will be further broken down by a resaw into boards. The boards are then edged, which takes off a irregular sides of the lumber, leaving four square sides. The lumber is then trimmed down to certain lumber dimensions such as "2x4" or "2x8."

The lumber is then smoothed, and then taken over to a kiln to be dried. The lumber had gone through the full mill process and ready to enter the market.

Is it called Lumber or Timber? The terminology for processed wood differs from country to country. In the United Kingdom, New Zealand, Australia, and other commonwealth countries the people call processed wood "timber." In the United States and Canada most people know timber as standing or felled trees or lumberjacks would yell "timber" when a tree was falling to let people know to get out of the way.
Fully 90% of homes in the United States are built with lumber. Why do we build with lumber?

Wood has a very high availability rate, At least 5% of the world's forest cover is found in the United States, with another 10% in Canada. Wood is also very fast and simple to work with, and we've been using wood for a very long time. It has proven to be a very reliable natural resource, especially where forests thrive in an area like the Pacific Northwest.

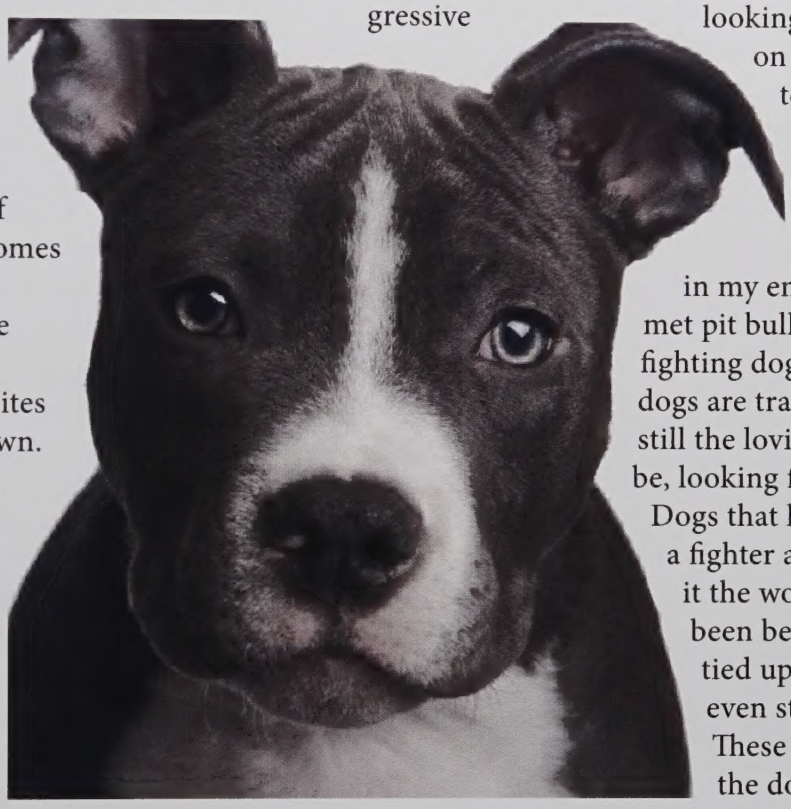
Using lumber for structures also helps the economy, not only in the States but internationally, as well. Sustainability, durability, and the environmental benefits are the reasons why wood is the still the most important and most used resource for the construction industry in today's world.

Everyday somehow you're using lumber in your life. It may be the wooden floors you're walking on, the frame of your house that provides you with shelter, the furniture in your house, or that boat you take out on the river in the summer. Lumber is what drives the construction industry and will continue to do so for a very long time.

The Pit Bull

By Robbie Williams

In the seventies they blamed the Doberman, in the eighties they blamed the German Shepherd, in the nineties they blamed the Rottweiler. Now they blame the Pit Bull. All my life I have grown up with this so called "dangerous dog." Well let me begin by saying, every dog is potentially dangerous. When it comes to raising a dog, if you do it incorrectly, you'll end up with a no good mutt that doesn't listen, and for some people who have a dog that doesn't listen, they tend to be angry with them. This anger can result in the owner abusing the dog. Here is when everything goes downhill for the pit bull. This breed of dog is often abused and becomes scared of humans, therefore when the little girl across the street comes to pet the dog through the fence, the dog bites her and is eventually put down. This is an outrage. Speaking from personal experience, young kids like to torture dogs. The kids will hit them with sticks, or kick the dog because they think it's fun. This is the reason so many pit bulls die every year, people treat them wrong, and when the dog feels like its fighting for its life, it is punished in the most cruel way: it is euthanized. Nothing makes me more angry than an ignorant person blaming a dog for his own actions.



I grew up with a pit bull from infancy to the time I was nine. The dog was my brother, he went everywhere with me. One time I was smart enough as a toddler to escape my parents and actually made my way to the road. The dog that is criminalized as dangerous, followed me the whole way trying to keep me safe. Now I'm seventeen, and when I was fourteen I got another pit-bull, this time he was pure-bred. Supposedly this is the "most dangerous dog in the world," and "born aggressive," and when they are pure-bred they are "even more unpredictable." I raised this dog to be the most loving and sweet dog I have ever had. He couldn't fight his way out of wet paper bag. He plays with my cat, and is even too scared to go after a mouse. So please tell me why my dog should be killed, because of his breed? Just because he is a pit bull doesn't mean he is a blood thirsty killer.

Now I will say I have been scared of one before, but let's be honest. When you see a dog, most people think, "Is it going to bite me?" This dog did scare me by running up to me really fast and aggressive looking. The dog jumped on me and proceeded to lick me until his owner pulled him off. I have never had a bad encounter with a pit bull in my entire life, and I have met pit bulls that used to be fighting dogs. Even then these dogs are traumatized, but are still the loving dog they used to be, looking for love and a home. Dogs that have been made into a fighter are the ones that have it the worst. These dogs have been beaten, starved, and tied up so that they can't even stretch their legs. These dogs later become the dogs that bite little children or even adults because they are scared for their own life by humans. IT ISN'T THE DOG, IT'S THE HUMANS. Humans are the only reason dogs are the way they are. Saying a dog is born aggressive is like saying a human is born greedy. And now we set laws that force families to give up their dogs and watch them die. Me, I would jump in front of a bullet for my pit bull any day. What is wrong with this country? Blaming the dog is like blaming the spoon for being bent out of shape, it's all the humans. I will never blame a dog for its owner's mistake. I will always take the side of the dog, for the dog never did anything wrong.

With her percussionist's skill, Grace gets to travel to Europe in 2015

By Cory Pederson, band instructor

Grace Semerjian has accepted the nomination to be part of the 2015 Oregon Ambassadors of Music (OAM) tour, which will perform around Europe in July of 2015. The Oregon Ambassadors of Music is an honor band and choir comprised of some of Oregon's finest high school music students under the leadership of several of the state's most respected music educators. All students who attend this event are nominated by their high school music instructor based on strength of character and musicianship, as well as maintaining a strong academic status.

Grace Semerjian is an accomplished percussion player whom performs with the Jewell High School Concert Band. She also performs with the Columbia River Symphony, based out of Astoria, Oregon, and has recently attended a summer music camp in Eugene. Grace has also been nominated and accepted into the Oregon Music Educators Association (OMEA) District III's Honor Band, taking place in St. Helen's, Oregon. Next July Grace and OAM will travel Europe for 16-days to perform at exciting and historic venues on the continent.

Starting in London, OAM students will travel through England, France, Switzerland, Lichtenstein, Austria, Italy and Germany, performing for locals and taking in the sights during the July 3-18, 2015 tour. However, prior to departing for Europe, a three-day camp will be held at Lewis and Clark College, comprising 12-hour rehearsal days. This will be the Oregon Ambassadors of Music's eleventh biennial European concert tour since 1995.

The Oregon Ambassadors of Music is a cooperative chapter of Voyageurs International, an organization established in 1970 to help send American students abroad to share their love for music while exposing them to so many of the world's most beloved treasures.

Known as the "Music Travel Specialists", Voyageurs International has sent more than 120,000 students to Europe as a part of this amazing program. Oregon is one of 34 states that participate in this program each year. With great success, they have taught our youth that music is an international language that is blind to our borders.

Mike Wammack Firefighter

Story and photos by Tanya Wammack

Mike Wammack began volunteering in the fall of '84. He was a young cadet eager to learn and anxious to become a firefighter. From his very first call he became aware of the challenges that he would face as volunteer. The majority of the calls Elsie-Vinemaple RFPD receives are motor vehicle accidents (MVA) on highway 26, one of the deadliest in the nation. Mike knew that in order to provide the best possible care to his patients he would need both medical and fire training.

While attending school, playing sports and working, Mike attended drills and went to medical classes. He could often be found at 2:00 a.m. in the training room studying emergency medical manuals and practicing life sustaining skills. When training officers weren't available he would get out the training manuals and lead his peers in training. He challenged them to master each skill and to be able to perform quickly and without notice, stressing that it would be crucial for their patient's survival. Knowing the importance of professional pride and teamwork, Mike taught his fellow volunteers the joy of selfless service of to their community and of the bond developed by a team that placed their lives in each other's hands on every emergency call.

Mike pushed himself hard as well, becoming a certified firefighter and an EMT-I. He recorded his practical skills on video so he could perfect them. He learned everything he could about the apparatus they had in service, how to drive, operate and maintain them. He learned their advantages and limitations. On scene Mike's quick action and accurate decisions saved lives.

Over the years Mike moved up through the ranks quickly. During the fall of 1995 he became the Fire Chief and was quickly challenged by the catastrophic flood of 1996. He organized volunteers to go house to house and check on the community. He helped coordinate efforts to get food, water and supplies to those affected by it. He waded chest high in flooded fields to get people to safety. With his new position came new responsibilities and things to learn. Mike worked with other State agencies and peers from other departments to learn the administrative tasks necessary to run the department.

Like most volunteer firefighters, Mike spent his days working. He also attended college, earning a degree in Heavy Duty Mechanics. But late at night and early in the morning you would find him at the station at the fire station continuously improving his leadership abilities and earning the respect of his fellow firefighters and of his community. He found great joy in serving his community and helping others, and in developing a dedicated group of volunteers.

When the winter storms of 2007 hit he gathered the volunteers to go house to house and check on the community. *(Continuted on Page 9)*

Winter Band

Concert

Firefighter
(continued from page 6)

Elsie was without power for 14 days and most people were isolated in their homes due to deep snow. The group coordinated delivery of food, water, wood and medications to those in need. Because of that initiative and help from Astoria CERT, we now have a CERT Team in Elsie that is ready to respond to emergencies like these.

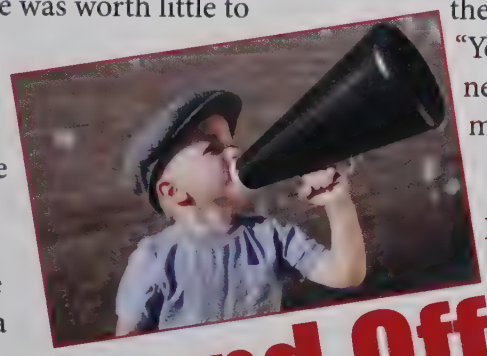
Chief Wammack has developed a reputation as a hard working Chief who will not quit until the job is done. His years of service and experience have made a huge difference in capabilities and professionalism of the Elsie-Vinemaple Fire Protection District. Mike is well respected around the region. He is clearly proud of his personnel, his fire district and his community, and they are proud of him. When talking about his accomplishments, however, Mike generally shifts the focus. "Learn from the past, work for the future!" he commented once. That's who Mike is.

Above: Mike Wammack always finds teachable moments in every practice fire. Below: Eerily beautiful, structure fires are also extremely dangerous and require specialized equipment to fight.

What do you think of the dress code?

"I believe that the school has wronged us. Not just the girls, but the male students as well. Previously this week at the dress code assembly, they separated the boys from girls. They sent the boys back to class and didn't talk to them, and instead lectured us. They made almost every girl feel as if she was worth little to nothing." *Haven Lawrence*

"Since when has this been a situation? We've really never had a problem with it. Some adults are saying that we girls are a distraction for the guys' education. But in reality it's the teachers that have the problem. The guys don't have a problem. For the past couple of years it's been fine, there hasn't been any problems."
Gabi Morales



Sound Off!

The entire dress code "battle" is ridiculous for everyone, and makes the entire school look bad. If the teachers disagree with leggings that badly, then the students should just not wear them. Simple as that. However the way the administration approached the situation was not acceptable. Saying "You're distracting the boys, and they need to learn," just insults everyone. It makes the girls feel like objects.
Jewell High School boy

I feel like the dress code is not really efficient. All it really did was start up a student-teacher argument. I feel like the school was wrong in holding only the girls back after the assembly. I don't think the dress code really matters. *Sean Hinson*

Is the senior project necessary or valuable?

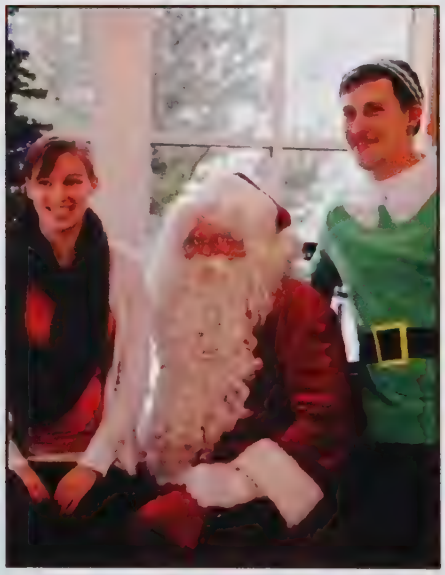
Every year a new group of seniors has to deal with the pointless and time consuming senior project. Few have benefited from this project and actually followed through with the career they researched, while the vast majority has gone a different direction.
I believe that forcing students to dedicate a full year of their time researching and finding a mentor for one job or career is a huge waste of time and money. We should be exploring many kinds of jobs and careers, seeing hands on what happens in a workplace, and visiting a variety of colleges.

In this year's senior class, only two students have actually finished working with their mentor. With 28 days left in the period of time we're supposed to have completed our mentoring. Many of us don't know who to contact about our mentoring, and some of us still don't have an idea of what we even want to research. Another strain that's put on us is that we're the first class to not have a time during the school day to work on our project. We're expected to do it on our own time. And for many of us, we're very busy on our off time, working and participating in extracurricular activities. It's only caused us stress and confusion during our last year of high school. Personally, I don't even know what I'm going to do at this point because with basketball, an AP class, and trying to finish my senior year academically well, my schedule is beyond packed.
The fact is that the student who follows through with the career they research is the one who is going to follow through with it even without the project and mentoring. The number of students who get nothing out of it but wasted time is greater than the one or two students who might get something out of it.

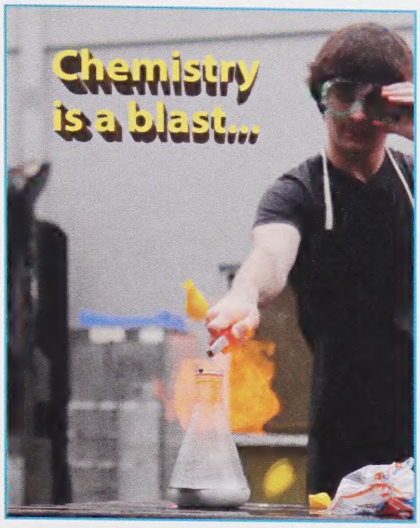
Instead of spending all of our time looking at ONE job in the world, why aren't we being exposed to a variety of career fields? Where is our careers class? Why aren't we being taught personal finance? Why aren't we being taught how to apply for college? And to replace the current senior project, why don't we give back to the community that we grew up in with community service? Every student should do a certain amount of hours of helping out in the community. Then the students should write a reflection paper on what they learned, who they helped, and what they did. Community service demonstrates "extended application" of a student's knowledge and skills in a new and complex situation, which is what the State of Oregon requires for a senior project. Newberg High School runs this exact program for their seniors, so you can't say it doesn't work.

Victor Berg, senior, Jewell School

Sitting with Santa



December Photographs



Stress and the student

By Moira Hammerberg

Let's talk about stress and anxiety. We've all been stressed one time or another and know how it feels. High school is stressful enough on a daily basis with having to pay attention during class, keep up on your homework, read for one class, study for a test, do your extracurricular work, eat dinner, talk to your family, have a social life, wake up and do the same thing the next day. To say the least, our school has been highly stressed over the past few weeks for one reason or another. My hope is to give you a few tips to help you relax and enjoy your life.

Spend a day with friends or family. Although you're trying to deal with your own problems chances are that if you're stressed, so are the people around you. Don't forget about the people you spend every day with. Spend a day with those people doing things that you both like to do. Chances are that if you're stressed out then you probably not as nice as you could be. Take your time together to remind them how much they mean to you.

The next tip is to take time for yourself. No matter what's happened during that day you should always take at least 20 minutes for yourself and something that you like to do, whether it be reading, listening to music, adventures outside, etc. Taking those few minutes will allow you to be alone and process your thoughts. You are the most important person in your life, so make sure you take time to be alone.

Remind yourself that things are going to get better. No matter what it is I promise it will eventually be okay. It may not be easier anytime soon, but things can't stay bad forever. Also remember that attitude is everything. Even if you're not in your ideal situation, keep a positive attitude and make the best out of a bad situation.

Most importantly, you're not alone. I know it feels like everything is piling up and no one is going through it with you, but I can promise you one, if not more, people are dealing with the same exact feelings you are in our school. Dealing with stress and anxiety can be very tough but it's easier when talking to someone who understands what you're going through. You'll never be alone.

Next time you are feeling overwhelmed, follow those simple tips. Start by hanging out with a few friends and enjoying some quality time outside of school. To help reduce stress in every day life take 20 minutes for yourself and just relax. Lastly, remind yourself that everything's going to be to all right and you'll always have someone to relate to even when you feel completely alone. It gets better.

A Jewell hunting story

By Tristin Alderson

A man was out hunting in the woods in the early morning. He was dropped off on a landing with the plan of walking through the timber and following a logging road through the valley and flushing the elk through the timber and out into the open. His hunting partners went up the road to have a clear line of sight on the elk when they came out of the trees. The man told them if they didn't see or hear from him in two hours to send someone back to find him. This was something they had done a few times before in the same area, and it usually paid off. This however was not one of those times.

As always he carried a pack full of supplies including: a fire starter, survival knife, compass, GPS, walkie talkie, extra ammunition, small bottle of scentless powder (used to find wind direction), field dressing equipment, a few strips of fruit leather (fruit

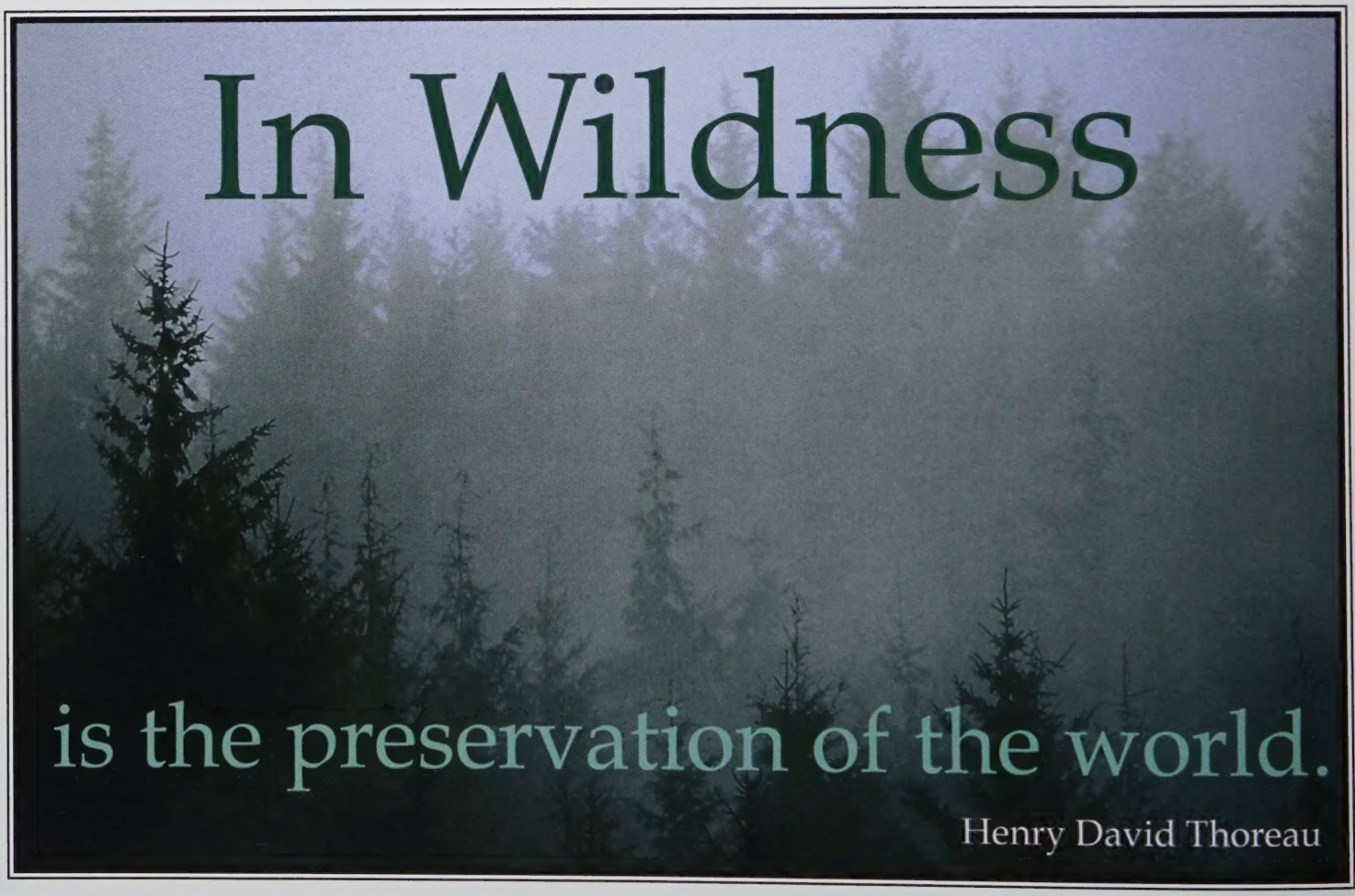
turned into a rough chewy strip for eating on the go), and a cell phone. He also had a walking stick because he knew it was a long hike. It had rained the night before and was supposed to rain later in the afternoon, so he was dressed in full rain gear just in case the weather turned. He knew the path he would take from memory and as he started his hike he was very confident.

After an hour of hiking through relatively easy terrain he stopped to radio in that he was doing fine and to have a snack. He tried the radio, "Two to One come in." No answer. "Two to One come in." Still no answer. He wasn't worried, the walkie talkies always had problems, that's why he brought a cell phone. He checked his phone and saw he had no service, after all he was up in the mountains. He still wasn't worried, he was quite confident he could make it out the other side in time. As he started to hike again he looked around and nothing looked familiar. He turned to look the way he came but saw no path back. Now was when he started to worry because if he got lost, there was no way his friends would be able to find him. He stopped and checked his GPS. Unfortunately he had forgotten to check the batteries that morning before he left the house and the batteries were only charged enough to see the area around him. He was in the middle of dense reprod forest with a patch of what looked like newly planted trees to the north. North of that he saw a road that was farther away than the landing he left from and a solid ridge line to the south. He saw the landing he left to the east so he got out his compass he started going that direction.

After about a half an hour of going through much more difficult terrain, over fallen logs, small streams etc., he came across what looked like just another small stream. So just as he had done with every other stream, he took his walking stick and tried to touch the bottom of the stream. His walking stick touched the bottom, and then kept going deeper and deeper. When he stopped probing for the bottom, he pulled the stick out of the water to find that not only had he not hit the true bottom, but the stream was at least three feet deep. The next thing he did was test the bank on the other side, only to find it wasn't a bank at all, it was just water grass that had clumped together very tightly. He had come to the conclusion that it was not a small stream at all, but a marshy pond. He chose to go south a little ways to try and find a way around it, but he quickly found that way to be marsh as well. He remembered the patch of newly planted trees to the north and decided to go up and maybe reach the road above that.

As he reached the patch of trees he saw they were on a hill about six feet above him and there was a stream at the base of the rise. He tested the ground before the stream just to be safe, then he tested the other side and decided it was stable enough to stand on. So after he hopped across the stream, he started looking for a way up the rise. He found a small game trail that led up to the top, so he started to climb using the trees at the top to pull himself up onto flat ground. He rested at the top for a bit and recovered some energy before standing to look at his surroundings. He saw a small game trail leading north, so he followed it hoping that it led out to a road. As he followed the trail it made a sudden turn west but he followed it, fairly sure it would return to going north. When he found that it did not return north, he decided to turn north and make his own trail through the brush. After a while he came upon an old logging trail, so he decided to follow it. When he finally made it out to the landing that he had left from, he was bruised, cut up and exhausted. His friends were waiting for him there. When his friends asked what happened he said that he got lost, his GPS died, and he couldn't find his way out. After he got back in the truck he found some batteries for the GPS and looked at the area he was in, and he found out why he got lost. He had left from the wrong landing that morning.

DATES TO REMEMBER:

Dec 29-30	HSBBX- NKN Tournament 10:00 am & 12:00 pm
Jan 3	HSBBX vs. Seaside JV 2: Girls @ Seaside HS 10:00 am; Boys @ Broadway MS 12:00 pm
Jan 5	School Resumes
Jan 7	Late Start
Jan 9-10	HS/MS Honor Band to St. Helens
Jan 12	MSBBBX @ Knappa 4:00 p.m. Activity Night MS/HS
Jan 14	Late Start ASVAB for JRS & SRS
Jan 16	Family Movie Night (Sophomores Hosting)
Jan 19	NO SCHOOL - MLK Day
Jan 21	Late Start
Jan 22	End 2nd Q/1st Sem.
Jan 23	NO SCHOOL - Grading Day
Jan 26	Board Meeting 6:00 pm – Library
Jan 28	Late Start
Jan 30	MS Field Trip to KATU, NOAA Weather Station

HAPPY NEW YEAR!